



Charlotte Mason's House of Education,  
Scale How, Ambleside, UK, 2009

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Social Sciences and Humanities  
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## BOOKS.

We have received the following for review:—

*The Ten Commandments*, by Prebendary Eyton (Kegan Paul & Co., 3/6). Here is a volume of most deep interest and instruction for the educated Christian, man or woman. It is a great help to find the ancient tables of the Law levelled, as it were, with the occasions of modern life. Prebendary Eyton follows closely our Lord's interpretation of the Law, and it is reposing, even if it be the repose of being found out, to perceive in the light of his luminous exposition that there is no single point of our complex life and thought which escapes the all-comprehending Law. We earnestly commend the book to parents. The sermon on the Second Commandment is very inspiring and especially educational. Parents who wish to give their children definite teaching in the Christian Ethic will study *The Ten Commandments* with grateful appreciation, and will give the volume a permanent place on their educational shelf.

*On Children*, by the Rev. A. W. Thorold, D.D. (Ibsister & Co., 1s.). Do all our readers know the Bishop of Winchester's most delightful and genial little volume?—sparkling, sympathetic, bewitching, itself a child among books. Perhaps the special value of the little volume, full of valuable hints though it is, lies in the exceeding love for children, and the wise understanding of the little people breathed in every page. Children know their lovers. How the little people must delight in the Lord Bishop of Winchester!

*The Prison Life of Marie Antoinette and her Children*, by M. C. Bishop (Kegan Paul & Co., 6s.). This is a very timely centenary volume. We have a little forgotten the pathetic figures of the royal sufferers. Carlyle has taught us to regard quite other matters in this *boulevardement* of the continent. But, History is rather apt, in hunting phrase, to double, and the personalities of the august actors in the tragedy are emerging again. This is an extremely well written and deeply interesting volume, the appearance of which the writer justifies (unnecessarily) by putting the situation in a new light. The sufferings of the Capets were just, on the plea that they were vicarious. Parents will find much matter for thought and many useful hints in this study of family life. Few children are educated with more wise solicitude than the little Capets, a solicitude not suspended for an hour in most perilous days, or amid the rigours of prison life. It will surprise many of us to find educational problems so faithfully pondered and so wisely worked out so long ago, and in circumstances of so great distress.

*Four Centuries of English Letters*, by Baptiste Scoones (Kegan Paul & Co., 5s.). This is a charming volume to possess. Ascham, Moore, Sydney, Raleigh, Locke, Pitt, Wesley, William Blake, Wilkie, Arnold, Kingsley,—here we have a personal introduction to hundreds of people in

whom we are more or less interested. Next to a close personal acquaintance, perhaps a familiar letter is quite the best introduction one can have to the writer. This volume should be a useful addition to the family "history" shelf. The name you meet with in your studies becomes more than a name when you are admitted to the owner's familiar correspondence. The compilation seems to be singularly well-made, though sometimes one could dispense with the little notes which tell you what to admire. But these have their use, and it is only pride of heart to object to them.

*The Oak and The Fauna of the Deep Sea*. Modern Science Series (Kegan Paul & Co., 2/6). Two volumes of a valuable series, edited by Sir J. Lubbock. In the volume on the Oak we get an able treatise on the "botany" of the day as exemplified in the individual. Both volumes are extremely well illustrated.

*Josiah Wedgwood*, by Dr. Samuel Smiles (Murray, 6s.). We take great national pride and interest in every notice of our English Palissy. Dr. Smiles gives us a plain unvarnished tale, but, in this case, the interest of a great artist's career is added to that which attaches to the author's favourite heroes of social enterprise, examples of many practical virtues.

*My Happy Half-Century*, by Francis E. Willard (Ward, Locke & Co.). An interesting account of a lady well-known in connection with women's work. This book throws vivid side lights on American life and manners.

*A String of Beads*, by Lady Lindsay (A. & C. Black, Edinburgh). A volume of very pretty pleasant verse for the little folk.

*Starland*, by Sir Robert Ball (Cassell & Co., 6s.) These are Sir Robert Ball's Christmastide lectures delivered at the Royal Institution. Those who have had the delight of hearing the Professor lecture know how genial and personal is his treatment of the most distant doings in Starland. These are truly "talks" with young people. Every page is a triumph of simplicity. The boy or girl who grows up upon Starland will find "the glorious firmament on high" a source of endless wonder and delight.

*Good Reading about many Books, mostly by their Authors*, (Fisher Unwin, 1s.). This is an initiative we wish all publishers would follow. Here we get, for a shilling, a key to some twenty-four current books, and generally an idea of the style of the authors with specimens of the illustrations. Such a little volume is a special boon to people in the country, who do not always know what to order from their booksellers.

DEAR EDITOR,—Your readers may like to know of *Parables from the Cross*, by Lilius J. Trotter (Marshall & Son, 3/6). A small book with botanical illustrations of a most artistic kind, worthy of special commendation. The thought of self-sacrifice is beautified and honoured, and death is shewn in its truest and most elevated aspect as being the *gate of life*, not an end, but a fresh beginning. "Fruit bearing is the ultimate end and perfection of everything," but no fruit can be produced without some sacrifice, or even loss. "We were created for more than our own development; reproduction, not mere development, is the goal of matured being—reproduction in other lives." To mothers, especially, this book will appeal.

DEAR EDITOR,—The *Journal of Education* devotes much attention to the work of Prof. Stanley Hall, and contains monthly a syllabus for child study, the special subject this month being "Toys and Playthings." There are also articles on a "Laboratory for Child Study," by Mary Louch, which are most suggestive. In advocating the systematic observation of children, she points out that the work is—firstly, directly for the good of the observer (especially if the observer be a teacher or parent); "It regenerates teachers and keeps them young and growing." Secondly, the work is indirectly for the good of children; and it is, thirdly, incidentally for the good of Science. "Parents who keep a continuous, systematic record of the physical and mental development of a child make a valuable contribution to science, besides gaining their reward of entering into closer sympathy with their child, through their deeper knowledge." I notice also appreciative reviews of Miss Edith A. Barnett's book on "The Training of Girls for Work," and of Miss Soulsby's "Stray Thoughts for Girls," addressed to the girls at the Oxford High School.

The new code introduced by Mr. Acland meets with general approval. It is hoped that the system of paying teachers by the result of an annual set examination will reduce the evils of over-pressure and cramming, which are at present so rife, and the greater latitude allowed in the subjects that may be taught, such as gardening, manual occupation, natural history (by means of visits to museums in school hours), and the like, will arouse the interest of the children in their school work, and increase their intelligence. In this connection it is interesting to note that footballs, skipping ropes, and other adjuncts to suitable games may now be provided by the schools out of public funds. The *Pall Mall Gazette* of March 27th, in approving of the advances made by Mr. Acland and his predecessor, and Sir George Kekewich, insists that their full benefit will be lost unless provision be made to restrict the length of time to be spent in school to five hours daily.

*Harper's* discusses recent improvements in American Public Elementary Schools, which the writer considers to be especially noticed in the discipline, the buildings, and in the better acquaintance of the teachers with the science of teaching.

*Macmillan's* has a fascinating article on "When we were boys," and an interesting account of a village school in Somersetshire.

In the *Atlantic Monthly* J. J. Greenough, writing on the "Basis of our Educational System," says that this must be, as in the past, classics, but that our method of teaching must be improved so as to bring out more forcibly their value for training the reasoning powers, and yet save time by discarding much useless lore that was formerly taught.

I notice very favourable reviews in the *Literary World* and other papers of the Rev. H. C. Beeching's, "Lyra Sacra," says the *Church Family Newspaper*. In the *Woman's World* for April, an account of one of the most active supporters of P.N.E.U. work in Liverpool.

PATER JUNIOR.

### THE "P.R." LETTER BAG.

[*The Editor is not responsible for the opinions of Correspondents.*]

DEAR EDITOR,—The reviewer of *Ivar the Viking* seems to me to somewhat misunderstand the present state of the Aryan question. He says that it was a little sad, . . . . to be taught that we were not Aryans at all. That we *are* Aryans is, I believe, uncontested. The point at issue between Professor Max Müller and the whole, or very nearly the whole body of modern scholars, is, as to the dwelling place of our Aryan ancestors before their separation. Professor Max Müller's verdict in 1887 was similar, to that which he gave forty years earlier. "Somewhere in Asia." To other scholars, the view that the origin of the Aryan race must be sought in the West rather than in the East, seems the more probable. The further question, as to which of the four chief neolithic races the primitive Aryans must be identified with, remains an open one.

G. R.

[The reviewer cries *peccavi!* but the object was not to indicate the state of current knowledge on the subject. The allusion was a playful one to a theory promulgated some years ago, which was *not* found tenable. It is a great satisfaction that no misguiding statement or theory is allowed to pass unquestioned by the very intelligent readers of the parents of the Parents' Review--Ed.]

DEAR EDITOR.—We know you would like to hear about our Natural History Club, which has recently been started at Newbliss, under very promising circumstances. At present it consists of a President, Mrs. Fitz John Irwin, to whose kindness and practical interest the Club owes most of its privileges, a Vice-President, and six energetic and thoroughly interested members, with promise of more. For our motto we have chosen Shakespere's well known lines "Tongues in trees, books in running brooks, sermons in stones, and good in everything." Our aims are three-fold. (1). To have an intelligent knowledge of the flora, fauna, and physical features of our neighbourhoods, in short "a regional survey." (2). To have social meetings once a month, in which specimens are talked over, Natural History Diaries compared, and work for the ensuing month suggested. (3). To help our members recognise in the Creator of all the wonders and beauties of nature, the same Heavenly Father "Who knoweth what we have need of before we ask."

A former H. E. Student.